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ABSTRACT

The purpose of the project was to publish a State guide for local directors of vocational education that would facilitate the establishment of general vocational education advisory committees in 115 of the 130 local school divisions in Virginia by 1980. Specific objectives were to: (1) develop and publish guidelines for organizing and operating local vocational advisory committees, (2) compile a reference file of current publications--research and inservice materials on vocational advisory committees, and (3) accumulate information concerning the status of committees in the State and assess the attitudes of local schools and communities toward use of advisory committees. Detailed in the document are the procedures implemented to achieve these goals, which resulted in the publication and dissemination of "A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education". The materials collected and results of a survey on local status of advisory committees provided direction for the writing of the guide. Recommendations are presented to supplement use of the guide in school districts. Appendixes include the survey instrument, tabulation of the findings, and extensive correspondence relating to review of the draft copy of the guide and comments on the completed publication. (Author/HG)

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FINAL REPORT

Guidelines and Resources for the Development Implementation, Operation and Evaluation of Local Vocational Advisory Committees or Councils.

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

Walter S. Ramey
Secondary/Post Secondary Education
School of Education
Virginia Commonwealth University
Richmond, Virginia 23284

February 1976

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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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February 1976

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ABSTRACT

Ramey, Walter S.

A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education

Virginia Commonwealth University
Department of Secondary/Post Secondary Education
School of Education
Richmond, Virginia 23284

State Department of Education
Division of Vocational Education
Richmond, Virginia 23216

Publishing Date: December 1975. 80 pages

This guide was prepared to assist local directors of vocational education in organizing or reorganizing local vocational education advisory committees. It presents the relationship between the local committee and the State and National Advisory Council on Vocational Education. It further relates this structure to the need for developing general vocational education advisory committees in Virginia.

Chapters in this guide provide information on vocational advisory committee concepts, functions, and local organizational structures; and ways to keep the committee involved and functioning. The appendix presents supportive information and sample formats for local vocational educators to use in justifying the need for, and the operation of, local vocational education advisory committees. (WSR)

SUMMARY

A time period of ten months was required for completing this project. Originally authorized to operate from March 3, 1975, until October 31, 1975, it soon became evident that this schedule was inadequate and a two-month extention was requested. With approval granted, the closing date was advanced to December 30, 1975.

The primary goal of the project was to develop a manual for local vocational educators to use in developing general vocational education advisory committees. The objectives were to: (1) Develop and publish suggested guidelines for organizing, operating, and evaluating local vocational education advisory committees, (2) Compile a reference file of current publications, research, and in-service materials on the organization, operation, and evaluation of local vocational education advisory committees, and (3) Accumulate information on the status of local vocational advisory committees in Virginia and identify local school division priority values concerning the functions of such committees.

Three phases were established for developing the publication. Each phase was directed toward the attainment of the objectives. The activities involved in completing these phases were conducted concurrently. The

three phases and their activities were:

A. Prepare an outline for developing the guide.

1. Solicit qualified consultants from local school divisions to serve as resource personnel.
2. Conduct a survey of local school divisions to determine the need for local vocational education advisory committees.
3. Compile the data collected and prepare an outline for the guide.
4. Review the adequacy of the outline with the consultants.
5. Prepare the final outline draft.

B. Compile a reference file of current materials on the organization, operation, and evaluation of local vocational education advisory committees.

1. Conduct a search of ERIC for pertinent materials.
2. Contact the American Vocational Association for relevant publications.
3. Contact each of the state directors of vocational education for individual state publications.
4. Review the materials received and select useful concepts for inclusion in the publication.

C. Develop and publish local vocational education advisory committee guide.

1. Prepare the first draft of the guide based upon the approved outline.
2. Review the first draft with consultants and incorporate suggestions for improvement.
3. Prepare the final draft for printing.
4. Mail complimentary copies to consultants and state directors of vocational education.

5. Mail copies of the completed guide to local superintendents and vocational directors of the Virginia school divisions.

By following the procedural outline, certain information was gained that broadened the original concept of the publication. Through the survey of local school divisions the concept of a general vocational education advisory committee was found, in many cases, to differ from that held by the Division of Vocational Education. Based upon this information the guide was organized to include a greater emphasis on the need, structure, and the linkages of local advisory committees with the State and National Advisory Councils.

Additional information was incorporated to provide a better understanding of the role and function of the Division of Vocational Education and the involvement of the local committees in the school division's annual and five-year planning process.

In reviewing the publications received from thirty-five state directors of vocational education, a similarity of organization and content was found. Three ERIC searches were reviewed. The listings of titles obtained did not indicate a usefulness for the preparation of this guide. Materials concerning lay advisory committees published by the Rurban Development Laboratory of the University of Illinois, and a recent publication by Leslie H. Cochran, Central Michigan University, Vocational Education Advisory Committees, A Guide for Effective Utilization, were the primary sources of information used in this publication.

Based upon the project's objectives, an evaluation reflecting success or failure would be inappropriate at this time. The publication,

A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education, has been printed and distributed. Several favorable comments concerning its usefulness has been received. The final evaluation, however, will be made when the guide has demonstrated its effectiveness in the organization or reorganization of local vocational education advisory committees.

The Virginia State Plan for Vocational Education, 1975-76, has as one of its objectives, the organization of 115 local general vocational education advisory committees by June 30, 1980, within the state's school divisions. The purpose of this project was to develop a state guide that would add impetus toward meeting that objective and to assist the local divisions in their efforts. The following recommendations are suggested as ways in which the Division of Vocational Education can provide further assistance to local divisions in its effort to reach this objective.

1. Develop an inservice program based on, or similar to, that developed by Dr. Leslie H. Cochran and others for the Michigan Department of Education, Vocational Education and Career Development Services.

2. Prepare public relations materials in the form of slides and tapes for use by local directors in presenting the materials contained in the guide to local advisory committee members and other interested persons.

3. Prepare an abbreviated edition of the guide for use by local advisory committee members.

4. Develop teams of active local vocational educators and advisory committee members who could assist other localities in their efforts to organize and operate effective committees.

CONTEXT

Locale

In Virginia, the Division of Vocational Education has the responsibility of providing both leadership and regulatory functions in its work with 130 local school divisions and other institutions and agencies within the state. These functions must be coordinated to provide realistic services to the heavy concentrations of the population located in the north, southern Tidewater area, the Richmond metropolitan area and the southwest; the sparsely populated rural areas of the eastern shore and the mountainous regions, and the small and medium-sized towns and cities located throughout the state.

Virginia's economy is supported through agriculture, manufacturing, business, shipping and federal employment in government and military occupations. Because of the diverseness of the economy and the population distribution, employment varies from very low unemployment to pockets of high unemployment. The task of planning vocational education programs requires a full understanding of the social and economic needs of these localities in relation to an overall manpower and program development policy. To perform these functions, and the activities involved, state vocational education planners must have or develop an adequate communications system. The creation of local general vocational education advisory committees is one step in the further development of such a system.

Division of Vocational Education

The Division of Vocational Education is the operational arm of the State Board of Education (State Board for Vocational Education). In exercising the designated leadership and regulatory functions, it becomes the Division's responsibility to maintain, extend, and improve existing programs through activities that are associated with planning, supervising and directing, coordinating, motivating, evaluating and controlling.

Through the state staff, the Division assists the local school divisions in the planning and implementation of quality vocational programs. It has the responsibility of allocating and distributing vocational education funds based upon local plans and approved programs. In addition it develops the State Plan for Vocational Education for the operation of all programs regardless of the source of funding.

The Division is organized so that it is representative of the services which represent major vocational program fields and activities. Each service is staffed with a state supervisor and assistant supervisors who are assigned to work in specific geographic regions of the state and/or instructional areas. In addition a central office staff coordinates all Division activities relating to the state's program of vocational education.

Each service works cooperatively with the state colleges and universities in developing teacher education programs, conducting research, and developing curriculum materials. Staff members are charged with the responsibility of maintaining communications with employer and employee groups associated with their occupational field

and with state and national leaders in their vocational education areas. Through these resource people and their work with the local school divisions, state staff assist in planning a total program of vocational education through the annual update of the five-year program improvement plan for vocational education.

Special Factors

Previous studies conducted by the Division and the State Advisory Council on Vocational Education have shown that many of the local school divisions have advisory committees. Few are organized, however, to encompass the concept of a general vocational education advisory committee. The Division and the State Advisory Council have encouraged the local divisions to organize or reorganize their committees with this concept in mind. These efforts have been met with mediocre success.

In an effort to further encourage the local divisions, the 1976 State Plan for Vocational Education lists as one of the Division's objectives the formation of local general vocational education advisory committees.

> By June 30, 1980, 115 school divisions will have organized local General Vocational Education Advisory Committees in accordance with a plan of the Division of Vocational Education.[1]

The publication of this guide represents the Division's plan for reaching the above objective.

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[1]Division of Vocational Education, Virginia State Plan for Vocational Education 1975-76 (Richmond, Va.: State Department of Education, 1975), p. 51.

Based upon past efforts of the Division through studies and observations by state supervisory staff, certain assumptions concerning the development of advisory committees were made. One factor that appeared to present the greatest deterant was that of time.

Vocational educators are often too busy with their day-to-day operational duties to adequately prepare for the effective organization and operation of local committees. Believing this to be a realistic assumption, the Division felt that an additional tool should be made available that would facilitate greater community involvement.

This tool would be so constructed that it would present the essentials for organizing, operating, and evaluating local advisory committees. It would incorporate suggestions for a flexible structure suitable to the individual needs of the local division and contain supportive information that would give credence to the general vocational advisory committee concept. In its final form this instrument would be a useable, ready reference for local directors of vocational education.

PROGRAM EXPLANATION

Scope of the Program

The purpose of the project was to publish a guide for local directors of vocational education that would facilitate the objective of establishing a General Vocational Education Advisory Committee in 115 of the 130 local school divisions in Virginia by 1980.

Program objectives were to:

A. Develop and publish guidelines for organizing, implementing, operating, and evaluating local vocational advisory committees or councils in the Commonwealth of Virginia.

B. Compile a reference file of current publications and research and in-service training materials designed to inform, improve, implement, operate, and evaluate vocational advisory committees or councils.

C. Accumulate, through informal conferences, research publications and sources of unspecified origin, information concerning the status of vocational advisory committees in the commonwealth and the attitude of local school administrators, board members, teachers, counselors, and lay citizens concerning the use of advisory committees in the local school.

Personnel

The project director was responsible for coordinating the activities and developing the content of the publication. Secretarial assistance was provided by the university through the secretarial pool of the School of Education. Expenses incurred for the final typing and printing were provided for in the project budget. The cover design, editing, and coordination of publishing details were completed by the Office of University Relations/Publications, Virginia Commonwealth University.

Procedures

A period of 8 months was established for completing the program. It soon became evident that this time frame was inadequate and a 2 month extension was requested and granted. This report represents the final evaluation of a project to design and publish a guide for use by local vocational educators in organizing, operating, and evaluating vocational education advisory committees.

Three major phases were involved in the development of the publication. One was the preparation of the outline for writing the guide, the second was the compilation of a reference file of current material on vocational advisory committees, and the third was the writing, publishing, and distribution of the completed work. Each of these phases involved certain activities or tasks. The 3 phases and activities are presented in the following outline form:

A. Prepare a bulletin outline that will meet local vocational educator's need for working effectively with advisory committees or councils.

1. Solicit volunteers knowledgeable of local needs to act as resource people. Consultation will be carried out on an individual and/or committee basis.
2. Conduct a survey of local need by contacting a sampling of local vocational administrators and/or teachers.
3. Compile data and prepare a suggested bulletin outline. Consult with resource committee for outline adequacy.
4. Prepare final draft of bulletin outline.

B. Compile a reference file of materials concerning advisory committee organization, implementation, operation and evaluation.

1. Review ERIC, ARM & AIM indices for selection of pertinent materials.
2. Contact the American Vocational Association and the U. S. Office of Education for relevant publications.
3. Send letters of inquiry to state vocational directors for state publications.
4. Develop a system for cataloging and filing materials received.
5. Review, select and condense useful materials for inclusion in the bulletin.

C. Develop and publish advisory committee bulletin.

1. Prepare rough draft based upon committee approved outline with selections from references received.
2. Review rough draft with resource committee and incorporate suggestions for improvement.
3. Prepare final draft for printing.
4. Compile mailing list of designated recepiants and contributors.*
5. Mail bulletin.

Preparatory to writing the proposal, discussions were held with the State Supervisor for Local and Regional Planning and the Executive Secretary of the State Advisory Council on Vocational Education. These discussions were intended to coordinate the project development and provide direction for meeting both local and state level needs. Based upon information collected in these meetings the proposal was written, submitted, and approved.

As the project unfolded, certain activities were found to be superfluous to the primary objective of preparing a guide for local directors, and they were reduced in scope. After it was determined that little additional information was available, items 1 and 2, Section B, of the outline were reduced. When these sources of information proved non-productive, item 4, the cataloging and filing of materials received, was also reduced.

---

*In cooperation with the Division of Vocational Education, Virginia State Department of Education.

With reference to item one, an ERIC search was completed by the university's library staff. A review of the titles produced did not indicate a usefulness for the purpose of this study. Two additional searches, using different approaches, were made with no significant change. Further efforts in this direction were discontinued.

A telephone call was made to the American Vocational Association requesting a listing of recent publications from their office. However, all copies of their publications were available locally.

The U. S. Office of Education was not contacted, as it was believed that any relevant, current materials would have appeared in the ERIC search.

A telephone call to the University of Illinois, Rurban Development Laboratory, did provide an abundance of material directed toward the organization, operation, and evaluation of advisory committees. This material, in conjunction with the publication, Vocational Education Advisory Committees, A Guide for Effective Utilization, by Dr. Leslie H. Cochran and others, Central Michigan University, provided the basis for much of the content of the guide.

Not expressed as such, or cited as references, were publications of the American Vocational Association and the Trade and Industrial Education Branch, Office of Education, U. S. Department of Health, Education and Welfare. Concepts expressed by the author, however, are a reflection of these two agencies. The work of Sam W. King (Program Specialist for the Trade and Industrial Education Branch), Organization and Effective Use of Advisory Committees, served as a personal guide for many years.

In a further effort to accumulate reference materials, each of the fifty state directors of vocational education, the directors of the District of Columbia, Puerto Rico, the Virgin Islands, Guam, American Somoa, and the Trust Territory of the Pacific Islands were contacted requesting copies of their publications. Thirty-five replies were received from the 56 requests. Recognizing the value of these publications, they did not lends themselves directly to the intended purpose of Virginia's publication.

Item 2, of A, in the outline, called for conducting a survey of local vocational administrators and/or teachers to determine local needs. This was also expressed in the project's third objective. The scope of this activity was reduced following a conference with Division personnel. It was decided that the survey should be limited to local superintendents and/or directors of vocational education. The survey would attempt to determine the types of vocational advisory committees operated by the local divisions and the importance each of these divisions placed upon the "Eight Specific Functions of Vocational Advisory Committees" as identified in the work of Dr. Cochran. This direction was taken, not only to reduce costs, but to reduce the time and effort involved in compiling the data. It was also felt that any additional information gained from an expanded study would not contribute measurably to the overall effort. Preparation of the questionnaire, its mailing, and the compilation of the data was completed by the Division of Vocational Education. A one hundred percent return provided valuable information with regard to the real need for the project. A copy of the questionnaire and its results is presented in Appendix A.

To establish a better understanding of local needs, the project was explained to each of the Division's program field supervisors. They were asked to recommend one person within their area of supervision who was involved in a viable local advisory committee program. Letters explaining the project and extending an invitation to serve as a consultant were sent to each individual recommended. All requests were positive. Following the invitation each consultant was sent a suggested outline of the handbook. They were asked to review and make comments and/or suggestions concerning its usefulness at the local level. Suggestions received were favorable and provided direction for the compilation and writing of the guide's first draft. Copies of the first draft were mailed to the consultants for their review, comments, and suggestions. These suggestions were incorporated into the second draft.

Following the preparation of the second draft, complete reviews were made by the Division's Associate Director, Supervisor of Local and Regional Planning, and the Executive Director of the State Advisory Council. A third and final draft was prepared incorporating the state level recommendations. This copy was then edited by the Office of University Relations/Publications, Virginia Commonwealth University. Printing was completed and delivery was received on December 3, 1975.

Distribution of complimentary copies to the consultants and 56 state directors was completed during the second week of December. Copies to local superintendents, local directors of vocational education, and the state staff were completed during the third week.

Correspondence associated with this section on activities is assembled in sequential order in Appendix B.

A copy of the completed publication, A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education is included as a part of this final report.

Budget

Funds for developing A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education were provided by the U. S. Office of Education under Part C of the Vocational Education Amendments of 1968, Public Law 90-576. The total budgeted cost of the project amounted to approximately $1500.00. This figure does not reflect expenditures for the salaries of the project director, secretarial assistance, professional services of the Office of University Relations/Publications or supplies. Since no accurate records were kept on these costs, only a reasonable estimate can be made. This figure would be about $2800.00. The following chart presents a breakdown of these cost figures.

Developmental Costs

Cost Item	VCU Non Budget	(Rounded) Budget	Total
Prof. Salaries	$2300		$2300
Secretarial Salaries	300		300
Prof. Services	150		150
Supplies	50		50
Postage		54	54
Travel		50	50
Printing		1321	1321
Indirect Costs		75	75
Totals	$2800	$1500	$4300

Based upon the printing of 1000 copies of the publication, budgeted costs show a unit expenditure of $1.50. A cost of $4.30 per

copy is representative of the total expenditure.

These cost figures represent a minimal expense for the preparation and publication of a manual of this type. Cost figures could very easily be escalated by the use of paid staff for research and writing and a more costly printing process.

EVALUATION

Objectives

The project's primary objectives are presented below as submitted in the original proposal. Parenthetical dates following each of the objectives represent changes approved in later requests for extensions of the project.

A. Develop and publish guidelines for organizing, implementing, operating and evaluating local vocational advisory committees or councils in the Commonwealth of Virginia. The dissemination of the completed bulletin to local school divisions is scheduled for August 1, 1975. (October 3, 1975) (November 28, 1975)

B. Compile a reference file of current publications, research and in-service training materials that are designed to inform, improve, implement, operate and evaluate vocational advisory committees or councils. This reference file is to be completed by April 30, 1975. (August 29, 1975) (November 28, 1975)

C. Accumulate, through informal conferences, research publications and sources of unspecified origin, information concerning the status of vocational advisory committees in the commonwealth and the attitude of local school administrators,

board members, teachers, counselors and lay citizens concerning the use of advisory committees in the local school.

Because of the nature of the project this evaluation will be concerned primarily with Objective A, to develop and publish guidelines for local vocational education advisory committees. Objectives B and C, although important, were in essence a by-product of the effort involved in the development of the guide.

Participants

To provide a basis for understanding the need for the publication, conferences were held with the administrative staff members of the Division of Vocational Education and the State Advisory Council on Vocational Education. In addition the project was discussed with state supervisory staff in the various program fields to identify local school division personnel who had exhibited concern, interest, and participation in active advisory committee programs. Seven individuals representing agriculture, home economics, trade and industrial education, distributive education, industrial arts, business education, and career education, as identified by the state supervisors, served as consultants. Their task was to review, comment, and suggest ways for improving the proposed outline and first draft of the guide. All recommendations and/or suggestions from this group were incorporated into the publication where feasible.

Measuring Changes

Since the project objectives related to the publication of a guide for local vocational administrators, it is difficult to say with any degree of assurance that the guide will create a desirable change. Individuals who have reviewed the instrument have indicated that they believe it will. This change, however, is a long range objective of the Division of Vocational Education, and the guide is only one part of an overall effort.

Presenting Data

The collection of data for the development of the project was not such that it contributed greatly to the overall effort. Primarily it amounted to the accumulation of information as expressed in the objectives B and C of the proposal. A reference file of publications submitted by 35 state directors of vocational education, the Rurban Development Laboratory of the University of Illinois, and a listing of titles obtained through ERIC searchers, have been organized and are on file with the project director. Other publications related to the topic were supplied by the Division of Vocational Education and from the director's personal file.

A survey conducted in cooperation with the Division contributed to the content of the publication. This survey was designed to determine the status of local vocational advisory committees in Virginia. It also sought to determine the value local school administrators attributed to the eight functions of vocational advisory committees as identified by Dr. Leslie H. Cochran, Central Michigan University, in a publication entitled Vocational Education Advisory Committees, A Guide for Effective

Utilization. The results of this survey are found in Appendix A.

Analyzing Data

Materials collected were reviewed and content selected that would lend itself to the overall purpose of the project and the handbook design. Because of the similarity of these materials, only those publications that offered a concentration of information related to local need, the organization, operation, and evaluation of advisory committees at the local level were used.

Information gathered from the survey provided a means for emphasizing the eight functions of an advisory committee in a positive manner. These eight functions presented the nucleus around which the publication was developed.

Reporting the Findings

The findings associated with the data collected did not indicate any significance other than providing direction for the writing of the guide. In this sense, these materials were relevant only to the content and not to the success or failure of the project. No effort was made to evaluate the findings of the survey or the materials received beyond their usefulness to the publication.

RECOMMENDATIONS

The following recommendations are based upon communications with local directors, state staff, and the project director's personal opinions. The guide has received many favorable comments concerning its usefulness from local administrators, advisory committee members and state supervisory staff. Copies of the guide have been requested by the Ohio Advisory Council on Vocational Education, North Carolina Community College State Library Staff and the Trade and Industrial Education Division of the Vocational Education Department at the University of Missouri.

If the interest generated so far is an indication of need and the desire of local vocational educators to meet the Division's goal of 115 general vocational advisory committees in the schools of Virginia by 1980, the following suggestions are made to complement this local effort.

1. Develop an in-service program for local school division personnel and advisory committee members that would serve as a catalyst for organizing or reorganizing a local vocational advisory committee program.

2. Prepare public relations materials in the form of slides and tapes for use by local directors to present the materials contained in the guide to committee members and other interested persons.

3. Prepare an abbreviated edition of the guide for use by local advisory committee members.

4. Develop teams of active local vocational educators and advisory committee members who could assist other localities in their efforts to organize and operate effective committees.

APPENDIX A

Questionnaire to Division Superintendents

Tabulation of Survey on Advisory Committees

COMMONWEALTH OF VIRGINIA
STATE DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA 23216

SUPTS. MEMO NO. 7448
March 28, 1975

TO: Division Superintendents

FROM: George S. Orr, Jr., Director, Vocational Education
George W. Swartz, Supervisor, Vocational Education for Local & Regional Planning

SUBJECT: Local Advisory Committees for Vocational Education

The Division of Vocational Education has provided in its updated Division Improvement Plan that action be taken toward encouraging every school division in Virginia to establish an active General Vocational Education Advisory Committee. Coincidentally, it is interesting to note that one of the five recommendations for improving Vocational Education in Virginia made in February to the State Board of Education by the Virginia State Advisory Council on Vocational Education suggested that the State Board take a stronger role in encouraging such committees. In the discussion of this recommendation, the State Board of Education placed great emphasis upon the fact that members of these advisory committees should be appointed by action of the local school board.

Action is already underway to produce some valuable materials for your use, to provide some leadership in establishing and organizing such committees, and to provide workshops in cooperation with the State Advisory Council to assist members of these committees to understand their role and to function effectively.

We are, however, in need of information concerning the present status of the school divisions in the State regarding Vocational Advisory Committees. We are aware that the State Advisory Council made a similar survey early in 1973, but it was not a complete picture of the State and the information therefrom needs updating. Will you, therefore please answer the attached brief questionnaire, or delegate a knowledgeable person to do so, and return to Mr. George W. Swartz at your earliest convenience. Your assistance is greatly appreciated.

GSO/GWS/tah

Attachment

QUESTIONNAIRE

Local Advisory Committees on Vocational Education

Name of School Division _____

Name of Person Completing Questionnaire _____

SECTION I

A. Please check one or more of the following blanks indicating the present status of your School Division regarding Vocational Education Advisory Committees. We have:

_____ A General Vocational Education Advisory Committee (charged with advising on the total Vocational Education program, as carried on or planned, throughout the various schools operated by the local Board of Education).

_____ A School Advisory Committee for Vocational Education (charged with advising on the total vocational education program of one particular high school or vocational center).

_____ Program Area Advisory Committees (may be known by other titles such as craft committees) - organized to advise on initiating, implementing or evaluating a single vocational education program such as agricultural education, auto mechanics, distributive education, I.C.T, and the like.

_____ Other (Describe)_____

_____

_____

_____ None

B. If you have a General Vocational Education Advisory Committee or a School Advisory Committee for Vocational Education, please indicate the number of individuals on the Committee in each of the following groupings. If an individual represents more than one group, indicate primary interest.

_____ Agricultural Occupations

_____ Business & Office Occupations

_____ Occupations related to Home Economics

_____ Health Occupations

_____ Marketing and Distribution

(Over)

_____ Manufacturing Industry

_____ Transportation Industry

_____ Construction Industry

_____ Personal Services (Barbering, Cosmetology, Etc.)

_____ Food Industry

_____ Communications Industry

_____ Graphic Arts Industry

_____ Mining Industry

_____ Professional Occupations

_____ Civic Organizations

_____ Education (School Board, School Administration and/or Supervision)

_____ Labor (Organized, associations, etc.)

_____ Management (Supervisors, Managers, Foremen, Owners, Etc.)

Name and Address of Chairman of Committee:

_____

_____

_____

_____

Please return to: G. W. Swartz, Supervisor of Vocational Education for Local & Regional Planning

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

SECTION II

The following eight statements are associated with the major functions of vocational advisory committees or councils. To the right of each statement is a set of numerical values (4 3 2 1 0). These values correspond to the alternatives in the scale explained below. Please evaluate each statement relative to its importance in fulfilling a recognized need within your division or school. (Circle numerical value)

IMPORTANCE SCALE

Extreme Importance	Considerable Importance	Some Importance	Limited Importance	No Importance
4	3	2	1	0

EXPLANATION OF VALUES

4 - of extreme importance - Essential, crucial or absolutely necessary.

3 - of considerable importance - Important but cannot be classified as absolutely necessary.

2 - of some importance - A recognized need but fulfillment would hinder the progress of other needs considered much more important.

1 - of limited importance - Has some value but would contribute little to the success of the overall program.

0 - of no importance - Would bring no benefit to the program, may have an undesirable effect.

GUIDING STATEMENTS	IMPORTANCE
An occupational or vocational advisory committee (would be, has been) of value to our vocational program by:	
1. assisting our staff in conducting occupational and/or community surveys.	4 3 2 1 0
2. offering advice in the development of new or revised occupational course content.	4 3 2 1 0
3. assisting our counselors and teachers in the placement of students.	4 3 2 1 0
4. providing assistance in the development of good community public relations.	4 3 2 1 0
5. making recommendations regarding equipment and facility planning.	4 3 2 1 0
6. assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff.	4 3 2 1 0
7. reviewing occupational programs and providing suggestions for program improvement.	4 3 2 1 0
8. utilizing community resources to support the instructional program.	4 3 2 1 0

COMMONWEALTH OF VIRGINIA

STATE DEPARTMENT OF EDUCATION
RICHMOND. 23216

June 16, 1975

MEMO TO: Supervisors

FROM: George W. Swartz

Attached please find a copy of the findings resulting from the survey on Advisory Committees. All school divisions have reported and the survey is complete.

In addition to the survey on the status of advisory committees, you will also find attached their ratings attached to eight guiding statements regarding the value of a general vocational advisory committee.

Your assistance and that of your staff will be appreciated in seeking to encourage all school divisions to establish an appropriate vocational advisory committee. More definite plans toward this objective will be forthcoming as soon as materials are developed.

GWS/tah

TABULATION OF SURVEY ON ADVISORY COMMITTEES
DIVISION OF VOCATIONAL EDUCATION

Surveys Received From:

94	Counties
3	Towns
33	Cities
8	Joint Vocational Centers
138	Total

Summary

No. with General Voc. Ed. Advisory Committee (with representatives from community labor market areas)	40
No. with General Voc. Ed. Advisory Committee (with representatives mostly from education)	22
No. with School Advisory Committee for Voc. Ed.	22
No. with Advisory Committee for Voc. Ed. Only in connection with Joint Voc. Ed. Center	10
No. with Program Area Committees only	19
No. with other types of Committees having some responsibility for Voc. Ed.	6
No. with no Committees	19
TOTAL	138

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE
(with representatives from community labor market areas)

* Appomattox (9)
* Arlington (19)
* Buchanan (23)
Campbell (17)
Dickenson (For Voc. School only) (31)
* Dinwiddie (15)
* Fairfax (16)
Franklin County (8)
Gloucester (9)
Greensville (7)
* Loudoun (11)
Middlesex (11)
Nelson (11)
Pittsylvania (20)
Prince Edward (16)
Prince William (16)
Pulaski (11)
Rappahannock
Warren (22)
Smyth (7)
Stafford (11)
Tazewell (15)
* Westmoreland (15)

Alexandria (26)
* Bristol (7)
Clifton Forge (3)
Falls Church (17)
* Fredericksburg (19)
* Galax (13)
* Lynchburg (68)
Martinsville (21)
* Petersburg (23)
* Suffolk (11)
* Virginia Beach (29)
Rowanty Vocational School (17)
* Valley Voc. School (16)
* Charlottesville-Albemarle Tech. (14)
* Peninsula Voc. Tech. (46)
Dowell J. Howard Voc. Center (21)
* Massanutten Voc. School (17)

+ Being organized

* Has program area committees, also

Number members on committee in parenthesis

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE
(appear to be mostly education representatives)

Accomack (9)

Amelia (14)

Bland (8)

* Botetourt (6)

Brunswick (8)

Charlotte (4)

Craig (5)

Essex (7)

Fluvanna (8)

Goochland (9)

Hanover (8)

Highland (7)

Isle of Wight (4)

Lancaster (9)

Lee (7)

Lunenburg (5)

Mecklenburg (11)

Northampton (10)

Nottoway (6)

Page (6)

Rockbridge (8)

Franklin City (18)

+ Being organized

* Has program area committees, also

Number members on committee in parenthesis

GENERAL VOCATIONAL EDUCATION ADVISORY COMMITTEE
(only in connection with Joint Vocational Center)

Alleghany (Jackson River)

* Clarke (Dowell J. Howard)

* Frederick " "

* Rockingham (Massanutten)

Sussex (Rowanty)

Charlottesville (Albemarle-Charlottesville Center)

Harrisonburg (Massanutten)

Staunton (Valley)

Waynesboro (Valley)

* Winchester (Dowell J. Howard)

\+ Being organized

* Has program area committes, also

Number members on committee in parenthesis

PROGRAM AREA COMMITTEES ONLY

Amherst
Bedford
Buckingham
Giles
Grayson
Henry
Montgomery
Northumberland
Patrick
Roanoke County
Shenandoah
Poquoson
Buena Vista
Chesapeake
Hampton
Newport News
Williamsburg
Piedmont Vocational Center
Jackson River Vocational School

SCHOOL VOCATIONAL EDUCATION ADVISORY COMMITTEE
(No indication of which school or how many schools have one)

* Albemarle (9)

Charles City County (1)

Cumberland (10)

* Greene (14)

Halifax (13)

King George (13)

King & Queen (7)

* Louisa

Mathews (6)

Richmond County (3)

Russell (Voc. School) (71)

Scott (Voc. School) (89)

Southampton (10)

* Wise (Voc. School) (59)

* York

West Point (10)

Colonial Heights (4)

Covington (6) also Jackson River Center

Lexington (5)

* Norfolk (8)

* Richmond City (Tech. Center)

* Roanoke City

\+ Being organized

* Has program area committees, also

Number members on committee in parenthesis

OTHER

Culpeper (Local SOQ Committee)

Floyd (SOQ Planning Council)

Madison (General Advisory Committee for entire H. S. - Voc. incl.)

New Kent (General Advisory Committee for entire H. S. - Voc. incl.)

Prince George (Division Committee of 5 members from education)

Spotsylvania (General Advisory Committee for entire School Division incl. Vocational Education)

NONE

Caroline
Carroll
King William
Powhatan
Colonial Beach
\+ Norton
Portsmouth
Radford
\+ Augusta
\+ Bath (will have 8)
* + Chesterfield
* + Henrico
\+ Orange
\+ Surry (Will have 7)
* + Washington (Has one for Center (60))
\+ Wythe
* + Danville
\+ Hopewell (will have 15)
Fauquier

\+ Being organized

* Has program area committees, also

Number members on committee in parenthesis

RATINGS GIVEN BY ALL GROUPS (TOTAL SURVEY)

EXPLANATION OF VALUES

4 - of extreme importance - Essential, crucial or absolutely necessary.

3 - of considerable importance - Important but cannot be classified as absolutely necessary.

2 - of some importance - A recognized need but fulfillment would hinder the progress of other needs considered much more important.

1 - of limited importance - Has some value but would contribute little to the success of the overall program.

0 - of no importance - Would bring no benefit to the program, may have an undesirable effect.

GUIDING STATEMENTS An occupational or vocational advisory committee (would be, has been) of value to our vocational program by:	No. school divisions giving following ratings to Guiding Statements				
	4	3	2	1	0
1. assisting our staff in conducting occupational and/or community surveys.	26	62	32	12	-
2. offering advice in the development of new or revised occupational course content.	47	58	21	5	2
3. assisting our counselors and teachers in the placement of students.	31	44	24	25	8
4. providing assistance in the development of good community public relations.	71	44	17	-	-
5. making recommendations regarding equipment and facility planning.	34	49	35	13	2
6. assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff.	7	32	44	34	15
7. reviewing occupational programs and providing suggestions for program improvement.	42	59	19	10	2
8. utilizing community resources to support the instructional program.	43	63	20	5	1

RATINGS GIVEN BY COUNTIES

EXPLANATION OF VALUES

4 - of extreme importance - Essential, crucial or absolutely necessary.

3 - of considerable importance - Important but cannot be classified as absolutely necessary.

2 - of some importance - A recognized need but fulfillment would hinder the progress of other needs considered much more important.

1 - of limited importance - Has some value but would contribute little to the success of the overall program.

0 - of no importance - Would bring no benefit to the program, may have an undesirable effect.

GUIDING STATEMENTS An occupational or vocational advisory committee (would be, has been) of value to our vocational program by:	No. school divisions giving following ratings to Guiding Statements				
	4	3	2	1	0
1. assisting our staff in conducting occupational and/or community surveys.	17	45	28	8	-
2. offering advice in the development of new or revised occupational course content.	32	44	18	3	2
3. assisting our counselors and teachers in the placement of students.	19	32	20	22	6
4. providing assistance in the development of good community public relations.	50	36	13	-	-
5. making recommendations regarding equipment and facility planning.	22	35	28	10	2
6. assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff.	2	29	32	24	12
7. reviewing occupational programs and providing suggestions for program improvement.	31	45	13	8	2
8. utilizing community resources to support the instructional program.	31	47	16	4	1

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RATINGS GIVEN BY TOWNS & CITIES

EXPLANATION OF VALUES

4 - of extreme importance - Essential, crucial or absolutely necessary.

3 - of considerable importance - Important but cannot be classified as absolutely necessary.

2 - of some importance - A recognized need but fulfillment would hinder the progress of other needs considered much more important.

1 - of limited importance - Has some value but would contribute little to the success of the overall program.

0 - of no importance - Would bring no benefit to the program, may have an undesirable effect.

GUIDING STATEMENTS An occupational or vocational advisory committee (would be, has been) of value to our vocational program by:	No. school divisions giving following ratings to Guiding Statements				
	4	3	2	1	0
1. assisting our staff in conducting occupational and/or community surveys.	5	14	4	4	-
2. offering advice in the development of new or revised occupational course content.	10	12	3	2	-
3. assisting our counselors and teachers in the placement of students.	6	12	4	3	2
4. providing assistance in the development of good community public relations.	14	9	4	-	-
5. making recommendations regarding equipment and facility planning.	10	8	7	3	-
6. assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff.	3	3	9	8	3
7. reviewing occupational programs and providing suggestions for program improvement.	7	11	6	2	-
8. utilizing community resources to support the instructional program.	7	15	4	1	-

RATINGS GIVEN BY JOINT VOCATIONAL TECHNICAL CENTERS

EXPLANATION OF VALUES

4 - of extreme importance - Essential, crucial or absolutely necessary.

3 - of considerable importance - Important but cannot be classified as absolutely necessary.

2 - of some importance - A recognized need but fulfillment would hinder the progress of other needs considered much more important.

1 - of limited importance - Has some value but would contribute little to the success of the overall program.

0 - of no importance - Would bring no benefit to the program, may have an undesirable effect.

GUIDING STATEMENTS An occupational or vocational advisory committee (would be, has been) of value to our vocational program by:	No. school divisions giving following ratings to Guiding Statements				
	4	3	2	1	0
1. assisting our staff in conducting occupational and/or community surveys.	4	3	-	-	-
2. offering advice in the development of new or revised occupational course content.	5	2	-	-	-
3. assisting our counselors and teachers in the placement of students.	6	-	-	-	-
4. providing assistance in the development of good community public relations.	7	-	-	-	-
5. making recommendations regarding equipment and facility planning.	2	5	-	-	-
6. assisting and supporting the administration in locating, identifying, and recommending qualified instructional staff.	2	-	3	2	-
7. reviewing occupational programs and providing suggestions for program improvement.	4	3	-	-	-
8. utilizing community resources to support the instructional program.	5	1	-	-	-

APPENDIX B

Program Explanation - Activities

Virginia Commonwealth University

May 14, 1975

Dear

This fall the Division of Vocational Education will publish a handbook on the Organization and Operation of Vocational Advisory Committees. This publication will be designed to assist local administrators in accomplishing that task. We are hopeful that this design objective will be reached. To assure this element of usefulness, Mr. George Swartz and I felt that the handbook should reflect the thinking of those individuals throughout the State who have demonstrated that vocational advisory committees can be used effectively at the local level.

Because of your association with one of the more outstanding advisory committee operations within the Commonwealth, I would like to ask you to serve on a committee of seven members to review the publication in various stages of development. The assignment of each committee member will be two fold. One, to provide me with information about their committee that would be beneficial to others and two, to critique my work in organizing and compiling the handbook for publication.

There will be no called meetings, instead, each member will be mailed a copy of the proposed outline, the first draft and the final draft for review, editing and comments for improvement. A return mailer will be included with each mailing. Every effort will be made to incorporate the suggestions and recommendations made by committee members. Recognition of this committee will be given in the publication.

If you would like to serve in this capacity, and I'm very hopeful that you can, please indicate your willingness on the attached form and return it to me at your earliest convenience.

Looking forward to hearing from you.

Sincerely,

Walter S. Ramey
Associate Professor
Secondary/Post Secondary Education

Enclosure
WAS/bjr

To: Walter Ramey

From: _____

Subj: Advisory Committee Membership Acceptance

Date: _____

_____ Please count on my support of the project. I will be glad to serve.

_____ My schedule will not allow for the additional duties required of this obligation. I'm sorry, but I cannot serve.

_____ I cannot serve but I would like for you to review our advisory committee operation. I am sending some materials and/or suggestions that I believe will be helpful to you and the committee.

My home and school addresses are:

HOME:

Street _____

City & Zip _____

Phone (A.C.) _____

SCHOOL:

Title _____

School Name _____

Street _____

City & Zip _____

Phone (AC) _____

Comments - Suggestions - Questions:

Virginia Commonwealth University

TO: Consultants

FROM: Walt Ramey W.S.R.

DATE: June 4, 1975

SUBJ: Suggested Course Outline
(and other requests)

So that we all will be aware of the total membership of our consultant force I am enclosing a copy of the committee membership. It could be that you might want to communicate with each other concerning some phase of the project we have committed ourselves to. In any event, I do want to thank each of you for consenting to work with me in the development of the handbook.

The enclosed suggested outline is presented for your study and recommendations. Please feel free to add, delete, modify or change to better present a workable handbook to the local school divisions. This particular outline is a composit of several handbooks currently in use throughout the country. Recognizing that all occupational or subject area advisory committees do not function alike and that there are unique differences - I would like to ask that you list some of these unique features associated with your area of specialty. Each of you have been recommended by your state supervisor and your area is indicated by your name on the enclosed membership list. It is my hope to include this in the handbook to help each local division see the need for both the general and occupational advisory committees.

In addition, it would be helpful if we could include copies of those items mentioned in the appendix of the outline. Please review your committee material and send to me any that you feel would be appropriate for inclusion in the finished publication. Since I would have no idea regarding the correct postage, I'm going to ask that you pay any additional postage and trust that you will be repaid. (I promise.)

If at all possible, I would like to have one copy of the outline and any material you wish to send returned to me by June 19, 1975 or sooner.

Many thanks for your help and cooperation.

WSR/jaw

Enclosure

901 West Franklin Street • Richmond, Virginia 23284

STATE HANDBOOK

VOCATIONAL ADVISORY COMMITTEES

CONSULTANTS

Name	Office	Home
James R. Cardwell	Halifax County High School P.O. Box 70 South Boston, VA 24592 804-572-4977	Clover, VA 24534 804-454-2941
Robert L. Crawford	State Dept. of Education Richmond, VA 23216 804-770-4568	4062 Hyde Park Rd Chester, VA 23831 804-748-4949
Leona Woodling	Portsmouth City Schools Grand & Shelby Streets Portsmouth, VA 23701 804-393-8869	4512 Norman Road Portsmouth, VA 23703 804-484-6311
Walter M. Stata	Scott County Voc. Center Box 698 Gate, VA 24251	
Elinor F. Burgess	Fairfax County Public Schools 9200 Burke Lake Road Burke, VA 703-323-3800	4700 Kandel Court Annandale, VA 22003 703-941-6543
D. Henry Harrison	Halifax Co. High School Highway 501 South Boston, VA 24592 804-572-4977	105 Sycamore Road South Boston, VA 24592 804-572-4865
Ruth L. Henry	Henrico County Schools P.O. Box 40 Highland Springs, VA 23075 804-737-4191	8309 Franconia Road Richmond, VA 23227 804-262-9828
Walter S. Ramey	Virginia Commonwealth Univ. Secondary/Post Secondary Ed. 1617 Monument Avenue Richmond, VA 23284 804-770-7011	3925 Sherbrook Road Richmond, VA 23235

COMMONWEALTH OF VIRGINIA

STATE DEPARTMENT OF EDUCATION
RICHMOND 23216

May 23, 1975

Mr. Walter S. Ramey
Associate Professor
Secondary/Post Secondary Education
Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23284

Dear Walter:

Thank you for your good letter inviting me to serve on a review committee for a Handbook on the Organization and Operation of Vocational Advisory Committees. Of course I will be happy to serve. I recall that in our telephone conversation concerning your project, you inquired about existing advisory counsils on career education. Since our conversation, I have learned that Fairfax County is establishing a Career Education Advisory Committee. I have discussed this project with Ms. Cathy Cockrill of Fairfax County and she has indicated that she would be happy to cooperate with you. Her address is:

Ms. Cathy Cockrill
Career Education Specialist
Career Education Center
10515 School Street
Fairfax, Virginia 22030
(703) 691-3166

Additionally, I have learned that the Bristol City Schools' General Advisory Committee includes career education among their concerns. I have not discussed this project with them, but you may wish to contact them. The contact person is:

Mr. Paul Dugger, Director
Vocational Education
Bristol Virginia Public Schools
Bristol, Virginia 24201

Sincerely,

Robert L. Crawford, Ed.D.
Supervisor of Career Education

rlc/...

Virginia Commonwealth University

Suggested Outline For
VOCATIONAL ADVISORY COMMITTEE HANDBOOK

Introduction

- Present status of local vocational advisory committees in Virginia.
- Virginia State Advisory Council on Vocational Education.
- Relation to the National Advisory Council on Vocational Education.
- Need for coordinated effort:
  - Communications
  - Purposeful direction
  - Improved vocational offerings
  - Quality of program content
  - Quality of instruction
  - Meeting the needs of students
  - Standards of quality
- Purpose of handbook - to provide local directors with a uniform guide in the organization and operation of vocational advisory committees.

Division of Vocational Education

- Purpose - general
- Philosophy - Re vocational advisory committees
- Policy - regarding vocational advisory committees

Vocational Advisory Committee Concepts and Functions

- National, Regional, State, local
- Virginia - Recommended structure varies with the size of the school division
  - General vocational advisory committees
  - Occupational advisory committees
  - Ad-hoc, sub-committees, selection committees
- Functions

901 West Franklin Street • Richmond, Virginia 23284

Organization of General Vocational Advisory Committees

- School board approval for organizing, preparing charter, joint agreement with participating school divisions
- Member qualifications, representation
- Number of members recommended
- Selecting committee members
  Selection committee, methods of, school board appointment
- Duties and responsibilities of membership
  Lay citizens, school personnel, lines of communications
- Officers
  Selection, duties, maintaining records
- Conducting the first meeting
  General preparation, agenda, election of officers, transfer of responsibility, committee by-laws
- Determining the number of committee meetings
- Planning the year's agenda
- Committee self-evaluation and yearly report to the board of education

Organization of Occupational or "Craft" Advisory Committees

- School board approval
- Member qualifications
- Number of members
- Selecting committee members
- Duties and responsibilities
- Officers
- Conducting the first meeting
- Planning the year's agenda
- Committee self-evaluation and annual report

Uniqueness of Operation Associated with Advisory Committees for:

Agriculture, Career Education, Home Economics, Trades and Industry, Distributive Education, Industrial Arts, Business Education.

Appendix
(Formats, forms, letters, etc.)

A. Advisory Committee proposal

B. Advisory Committee Charter

C. Guide for the selection of Members

D. Appointment of Members

E. Duties and Functions
Chairperson, Secretary, Members

F. Conducting Vocational Advisory Committee Meetings
Typical Agenda for:
Organizational Meeting
Regular Meeting

G. Vocational Advisory Committee By-Laws

H. Official Minutes and Records of meetings

I. Listing of Vocational Advisory Committee Membership

J. Evaluation of Committee Activity

References
(Listing)

Virginia Commonwealth University

Dear

This fall the Division of Vocational Education, Virginia State Department of Education, will publish a handbook on the organization and operation of local vocational advisory committees. As a part of the handbook project proposal, it was suggested that a vocational advisory committee library be established. Its purpose would be to provide additional resource material for state supervisors, teacher educators, and local directors in their efforts to encourage greater community involvement and improve the effectiveness of local advisory committees.

One of the primary sources of materials for such a library would be the publications of the various state divisions of vocational education. With this in mind it is our desire to have each of the states and territories represented. Hopefully, as a state director, you will see some merit in this suggestion and provide us with a copy of your vocational advisory committee publications that have proven successful for you at the local level. If there are any charges involved please notify me in advance so that purchasing arrangements can be made.

Our handbook is being produced on a limited budget but we would be glad to provide you with a copy if you so desire. A response to this letter, whether you have the requested material or not, is all I need for you to receive a copy.

Again, we would like to have your organization represented in our library.

Sincerely,

Walter S. Ramey, Assistant Professor
Secondary/Post-Secondary Education

August 1, 1975

WSRcep

cc: George S. Orr, Jr.
State Director

Virginia Commonwealth University

August 21, 1975

To: State Handbook Consultants

From: Walter S. Ramey

Subject: Review of the handbook's first draft.

Enclosed is the first draft of the guide or handbook for State use in organizing and implementing vocational advisory committees. Please read through this copy and make your comments (good or bad) concerning the contents, arrangement, interpretation, usefulness at the local level, grammatical or typing errors, and return in the enclosed self-addressed, stamped envelope as soon as possible. I ask this because I am working against a very close printing deadline in order to have the guide ready for distribution by the Division of Vocational Education in October.

The organization fairly well follows the outline you reviewed earlier this spring with a few modifications. A leisurely reading is estimated to require about 45 minutes. Hopefully you will have more time than this and can provide me with a thorough, personal evaluation.

Many thanks for the contribution of your thoughts and time.

Academic Center • Richmond, Virginia 23220

COMMONWEALTH OF VIRGINIA

STATE DEPARTMENT OF EDUCATION
RICHMOND. 23216

August 27, 1975

Mr. Walter Ramey
Department of Post Secondary Education
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23284

Dear Walt:

In reviewing your publication on Advisory Committees, I would have these comments:

a. Further assistance should be given in the work of the committee beyond the first or second meetings. Many advisory committees have folded for the lack of information of what to do. A brief outline of several important functions such as public relations, evaluation of the Vocational Education program and others with suggestions on how to stay continuously involved would be helpful.

b. The chapters as outlined in the index should be more distinctly emphasized in the book as the content is presented - maybe start each on a new page, or lead in with a title page for each chapter.

c. Where you have revised material from another source, if sufficient revision has been made that acknowledgement of the source is unnecessary, I recommend forgetting the acknowledgement. It will enhance your creative productive status.

d. I question the value of Appendix G "Selection Matrix". Some items such as religion, geographic, parents, age, etc., are really not important in the selection of qualified advisory committee members and even the suggested use of the form could turn some local officials off. I believe sufficient information is already included on the information form, Appendix H.

e. Other comments may be found in red on the pages of the book.

Sincerely yours,

George

George W. Swartz, Supervisor of
Vocational Education for Local &
Regional Planning

GWS/tah

PORTSMOUTH PUBLIC SCHOOLS
DEPARTMENT OF VOCATIONAL EDUCATION
Grand & Shelby Streets
Portsmouth, Virginia 23701

September 2, 1975

Mr. Walter S. Ramey
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23284

Dear Mr. Ramey,

I am impressed with the first draft of the enclosed guide for the organization of local advisory committees. The content seems fairly complete. I might make the following suggestion. Following the suggestions for evaluation (pages 24-25), the guide should offer a section on how the established advisory committee can function effectively in its ensuing years.

The suggested formats in the appendices will be a great help to all divisions implementing advisory committees. I might suggest that the page number of the appendices be placed after the suggested format to make the guide easier to read (refer to page 13).

The suggested formats for agenda on pages 20-21 implies that meetings should be held in the evening hours. We have found that leaving the time of day to the discretion of the committee is more satisfactory. Many prefer to meet before 5:00 P.M.

I have corrected a few typing errors and made a suggestion on page 43. One other thought---in most school divisions the Board of Education is commonly referred to as "School Board."

Do hope you find these few criticisms constructive. I have just returned from vacation and did this rather hurriedly since you requested an early return of the materials.

Sincerely,

Leona Woodling

Leona Woodling, Supervisor
Home Economics

LW:ce

Enclosure

SCOTT COUNTY VOCATIONAL CENTER

54

P. O. Box 698 Phone 386-6515

GATE CITY, VIRGINIA 24251

September 3, 1975

WALTER M. STATA
Principal

RITA J. RAMSEY
Secretary/Receptionist

B. KAY RAMSEY
CETA Secretary

STEVE P. CARRIGER
I. S. C. Instructor

LOIS A. CARTER
Cosmetology Instructor

L. JOE CHAPMAN
Masonry Instructor

PRESTON G. FAUST
Machine Shop Instructor

LOIS N. FRY
Business Education

EDDY H. GUINN
Electricity Instructor

CHARLES T. JOHNSON
Printing Instructor

E. HUNTER JOHNSON
Related/Remedial Instructor

PATRICK E. JOHNSON
Electronics Instructor

NATHANIEL M. MOORE
Auto Mechanics Instructor

JOYCE C. OSBORNE
Guidance Counselor

JANIE T. SMITH
Commercial Foods Instructor

MARSHALL R. SMITH
I. S. C. Instructor

JIM SPEARS
Welding Instructor

MARILYN D. STALLARD
Business Education

THOMAS E. BROWN
CETA Welding Instructor

WALTER T. HORTON
Custodian

J. L. QUILLEN
Custodian

Mr. Walter S. Ramey, Assistant Professor
Secondary/Post Secondary Education
Virginia Commonwealth University
1617 Monument Avenue
Richmond, Virginia 23284

Dear Mr. Ramey:

We have had the opportunity to review the first draft of your handbook entitled "A Guide for the Organization and Operation of Local Vocational Advisory Committees." We are pleased to compliment you and the other members of your staff for a very fine and meaningful job of work.

We have few specific recommendations to make other than a recommendation that members of a general advisory committee be selected as much as possible from an industrial setting related to the need for placement of graduates within a given community or industrial area complex. It seems that much can be gained in placement by using persons from industry on advisory committees that have industrial placement know-how and/or authority.

Again let me compliment you on a fine job and I look forward to receiving copies of your final draft.

Sincerely,

SCOTT COUNTY VOCATIONAL CENTER

Walter M. Stata, Principal

WMS/rr

cc's: Euel S. Elliott
Dr. Sue B. Mays

HENRICO COUNTY SCHOOLS
P. O. BOX 40
HIGHLAND SPRINGS, VA. 23075

September 10, 1975

Dr. Walter S. Ramey, Assistant Professor
Secondary/Post Secondary Education
Virginia Commonwealth University
1617 Monument Avenue
Richmond, VA 23284

Dear Dr. Ramey:

I am sorry to be so late in returning the enclosed draft. It was received at a time at which we were (and still are!) in the process of getting both day school and the adult education program organized for the year.

It is certainly a very complete guide which will be of great help to us in organizing and working with advisory committes at all levels. It goes far beyond what we have done locally so far, and I could find nothing to add to the content.

I believe it will also serve the purpose of selling school divisions and individuals on the advantages and uses of advisory committees.

Sincerely,

Ruth L. Henry

Mrs. Ruth L. Henry
Coordinator of Business Education

VIRGINIA COMMONWEALTH UNIVERSITY
901 West Franklin Street • Richmond, Virginia 23284

Dear:

Enclosed is your personal copy of A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education. I'm sure in your review of the finished product you will note the improvements your suggestions have wrought.

Perhaps one of the most critical aspects of the publication was the use of capitalization. As you read this material do not be awed. It has passed the final test, all facets have been ameliorated, the storm is over and the dye is cast.

Your suggestions were weighed, measured and, when in conflict with each other, balanced as best I could manage. Every attempt has been made to incorporate your advise. I'm sure there are some points I have overlooked - but I hope these few will not be too objectionable.

Your contribution has been a tremendous help to me and I hope that in the final analysis, or the evaluation of our collective efforts, this guide, handbook, book or booklet will serve its purpose well and that local vocational education advisory committees in Virginia will reflect these efforts, signifying that this instrument is of value to local vocational educators throughout the Commonwealth.

Again, many thanks for your help and assistance. It has been appreciated.

Sincerely,

Walter S. Ramey, Assistant Professor
Secondary/Post Secondary Education

December 2, 1975

cc: Marguerite Crumley

VIRGINIA COMMONWEALTH UNIVERSITY
901 West Franklin Street • Richmond, Virginia 23284

Dear

This past August I wrote to each of the State Directors of Vocational Education requesting copies of their publications on vocational advisory Committees. My purpose was to accumulate an up-to-date file of library materials on the subject. The response to this request was most satisfying.

The letter stated that in return for a response concerning your publications, I would send you a copy of the advisory committee handbook being developed by the Virginia Division of Vocational Education. This work is now completed and enclosed is a copy of A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education.

Personally, I hope this booklet will serve some need or be of interest to you and/or your staff. In any event it does indicate the emphasis Virginia is placing on the use of local vocational education advisory committees in the continued development of vocational education at the local level.

In closing, I wish to thank you for your cooperation and to offer my assistance, should it be desired, to your office at some future date.

Sincerely,

Walter S. Ramey, Assistant Professor
Secondary/Post Secondary Education

December 10, 1975

WSRjd

cc: Mr. George Orr, State Director
Division of Vocational Education

DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
RICHMOND, VA. 23216

SUPTS. MEMO NO. 7732

December 19, 1975

MEMO TO: Division Superintendents

FROM: George S. Orr, Jr., Director, Vocational Education
Marguerite Crumley, Associate Director, Vocational Education
George W. Swartz, Supervisor, Vocational Education for Local & Regional Planning

SUBJECT: PUBLICATION: ORGANIZATION AND OPERATION OF LOCAL ADVISORY COMMITTEES FOR VOCATIONAL EDUCATION

We are pleased to present to you the attached copy of a recent publication "Organization and Operation of Local Advisory Committees for Vocational Education."

Believing that an active general advisory committee for vocational education is very essential in providing the supportive services needed to make your vocational program an outstanding one, we have established a goal of giving the assistance needed to assure that every school division will have the benefits of such a committee either separately or in cooperation with other school divisions. This publication is one of the first steps in this effort.

Additional copies are available from Mr. Swartz in very limited numbers for those in your division that may be working with or in establishing a vocational education advisory committee. Also, Mr. Swartz's services are available where needed in helping to organize and establish such a committee. Please feel free to correspond with him in this matter.

GSOJr/MC/GWS/tah

cc: Local Vocational Directors

APPENDIX C

Response to Publication

Ohio Advisory Council for Vocational Education

Mr. George G. Greenleaf, Chairman
906 W. South Street
Worthington, Ohio 43085

5900 Sharon Woods Boulevard
Columbus, Ohio 43229
(614) 891-4764

Mr. J. J. Shannon, Executive Director
Mrs. Lillian Moore, Secretary
Mrs. Patsye Dawson, Secretary

DEC 11 1975

COUNCIL MEMBERS

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Hubbard

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Mr. Dewey C. Fuller
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Dr. Wanda J. Green
Shaker Heights

Mr. George G. Greenleaf
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Mr. Nelson N. Harper
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Youngstown

Mrs. Harriett L. Levine
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Mr. Irvin G. Lowery
Columbus

Mr. William Papier
Columbus

Dr. Richard C. Pfeifer
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Mr. Eugene P. Ronnigen
Canton

Dr. Robert M. Reese
Worthington

Dr. Jacob Sor
Rossford

Mr. Paul C. Snyder
Dayton

Dr. Albert R. Squibb
Athens

December 8, 1975

Mr. Lloyd M. Jewell, Jr., Coordinator
Vocational Education Research & Statistics
Virginia Department of Education
1312 East Grace Street
Richmond, Virginia 23216

Dear Mr. Jewell:

In the recent Semiannual Report on State Research Coordinating Unit Activities I note that you have a new project funded to develop "guidelines and resources for the development, implementation, operation and evaluation of local vocational advisory committees or councils."

Our Advisory Council has expressed a great deal of concern about this general area of study and I shall appreciate it greatly if you will kindly forward me any general information you have about your study. Naturally I shall appreciate any material about the design of your investigation and how you hope to be able to use the information developed through such a study that you are willing to share with me at this time.

Also if you are acquainted with similiar studies in uther states I shall appreciate information and particularly individuals with whom I may establish contact relative to this type of study.

Best wishes to you and to the success of your study.

Very truly yours,

Austin B. Ezzell

Austin B. Ezzell
Research Consultant

ABE:lm

Virginia Commonwealth University

Mr. Austin B. Ezzell
Research Consultant
Ohio Advisory Council for Vocational Education
5900 Sharon Woods Boulevard
Columbus, Ohio 43229

Dear Mr. Ezzell:

Your letter of December 8, 1975 to Mr. L. M. Jewell was sent to me asking that I reply to your request.

The primary purpose of this project was to prepare a suggested procedure that local directors of vocational education could use in the organization and operation of local vocational education advisory committees. Many of the concepts concerning local organization or structure are based upon my personal experience as a local director. This does not imply, however, that these concepts are original. I'm sure such structures are widely used.

Other concepts have been drawn from the work completed at the Urban Educational Development Laboratory, University of Illinois under the leadership of Dr. Lloyd J. Phipps, and by Dr. Leslie H. Cochran at Central Michigan University.

The Guide has just recently been received from the printer and has not been distributed at the local level. Thus, I cannot speak for its acceptance by local administrators. Two local directors in Virginia are using it though in developing their local committees. They were aware of the project and used copies of the first draft. They have informed me that it works very well.

A library file has been developed in conjunction with the Guide but I must confess it is rather meager. I have had three ERIC searches made by our library here and I was rather surprised at the results. Nothing of significance was uncovered. The same is true with the results of my request to state directors of vocational education. Of the 56 letters sent I received 35 replies. Most were for request of the finished booklet but did send copies of the work they had completed

in this area. In Ohio I would suggest that you contact Mr. R. D. Balthaser, Assistant Director, Research, Survey, Evaluation and Exemplary Programs, Department of Education. Mr. Balthaser did supply copies of work recently completed in business and office education among other publications. I'm sure you are aware of their work.

I am enclosing a copy of the completed guide and a review of the publication as written by our University Communications Officer, Ms. Ida Shackelford. Hopefully this material will be of some value to you. If I can be of further service to you, please contact me.

Sincerely,

Walter S. Ramey
Assistant Professor
Department of Secondary/Post Secondary Education

December 19, 1975

WSRcep

Enclosure

Virginia State Advisory Council on Vocational Education

217-C DRAPER ROAD N.W. P.O. BOX "U" BLACKSBURG, VIRGINIA 24060

CHAIRMAN
PHONE 703-674-4121

RUFUS W. BEAMER EXECUTIVE DIRECTOR • BLACKSBURG, VIRGINIA
PHONE 703-951-6945

December 29, 1975

Mr. Walter S. Ramey, Assistant Professor
Secondary/Post Secondary Education
School of Education
Virginia Commonwealth University
Richmond, Virginia 23284

Dear Walter:

Thanks very much for sending me a copy of A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education.

I think you have done an excellent job in developing this publication, and I believe it will be most helpful to our vocational people in establishing and operating local advisory committees. I assume that we will be able to get extra copies from the Division of Vocational Education.

Sincerely yours,

Rufus Beamer

Rufus W. Beamer

smr

University of Illinois at Urbana-Champaign

College of Education
DEPARTMENT OF VOCATIONAL
AND TECHNICAL EDUCATION

345 Education Building
Urbana, Illinois 61801
(217) 333-0807

December 30, 1975

Walter S. Ramey, Assistant Professor
School of Education
Secondary/Post Secondary Education
Virginia Commonwealth University
901 West Franklin Street
Richmond, Virginia 23284

Dear Walt:

Thank you very much for sending me a copy of your new publication on advisory councils for Virginia. It is a very erudite publication and you should feel very proud of it. Thank you for your very kind remarks regarding my possible contributions in the development of the publication. I am very pleased that one of our graduates is taking so much interest in the area of advisory committees. Keep up the good work. It was good to hear from you.

Sincerely yours,

Lloyd J. Phipps

Lloyd J. Phipps
Chairman

LJP:am

Fairfax County Public Schools
~~10700 Page Avenue~~, Fairfax, Virginia 22030
10515 School Street

December 30, 1975

Dr. Walter S. Ramey, Assistant Professor
Secondary/Post Secondary Education
Virginia Commonwealth University
901 West Franklin Street
Richmond, VA 23284

Dear Dr. Ramey:

Thanks for sending me a copy of the guide. You did an excellent job. I can imagine that you received a pot pourri of suggestions from committee members. I can easily understand that it was not possible nor perhaps desirable to include all of the suggestions. You did include several recommendations of mine which were especially important to me; I am very appreciative of that.

Sincerely,

Cathy Cockrill
Career Education Specialist

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